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“Indorsed for IMPACT: Innovative Programming to Increase Student Engagement and Promote Success”

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INdorsed for IM:PACT



Innovative Programming to Increase
Student Engagement and Promote Success

Purdue University IM:PACT Team:

Catherine Fraser Riehle, Associate Professor of Library Science

Akesha Horton, Ph.D, Senior Educational Technologist-ITaP

Maureen Huffer Landis, Associate Director, Krannert Professional Development Center

Career Development Professionals of Indiana (CDPI) INdorsed Team:

Marta Belt, Regional Director of Academic Advising, Ivy Tech Community College Southeast

Andy Bosk, Assistant Director, Career Development Center and Arts & Sciences Career Services, Indiana University

Holly Peck, Senior Assistant Director, Career Center, Ball State University

Our Presentation Team Members

At Purdue University...

- Transformative course redesign of “MGMT 301: Management Career Lectures” supported by Instruction Matters: Purdue Academic Course Transformation ([IM:PACT](#)) program.

Within the state of Indiana...

- the INdorsed Career Ready Graduate program launched by Career Development Professionals of Indiana (CDPI) supported by colleges and universities throughout the state.

Two Journeys, One Goal
STUDENT ENGAGEMENT

By the time this session concludes, we want to share how:

- environment affects learning opportunities
- varied in-class and out-of-class assignments can increase learning
- to connect students with employers in creative ways
- to develop a framework for a certificate program
- to work collaboratively with others in your state
- to utilize partnerships across campus to empower your efforts.

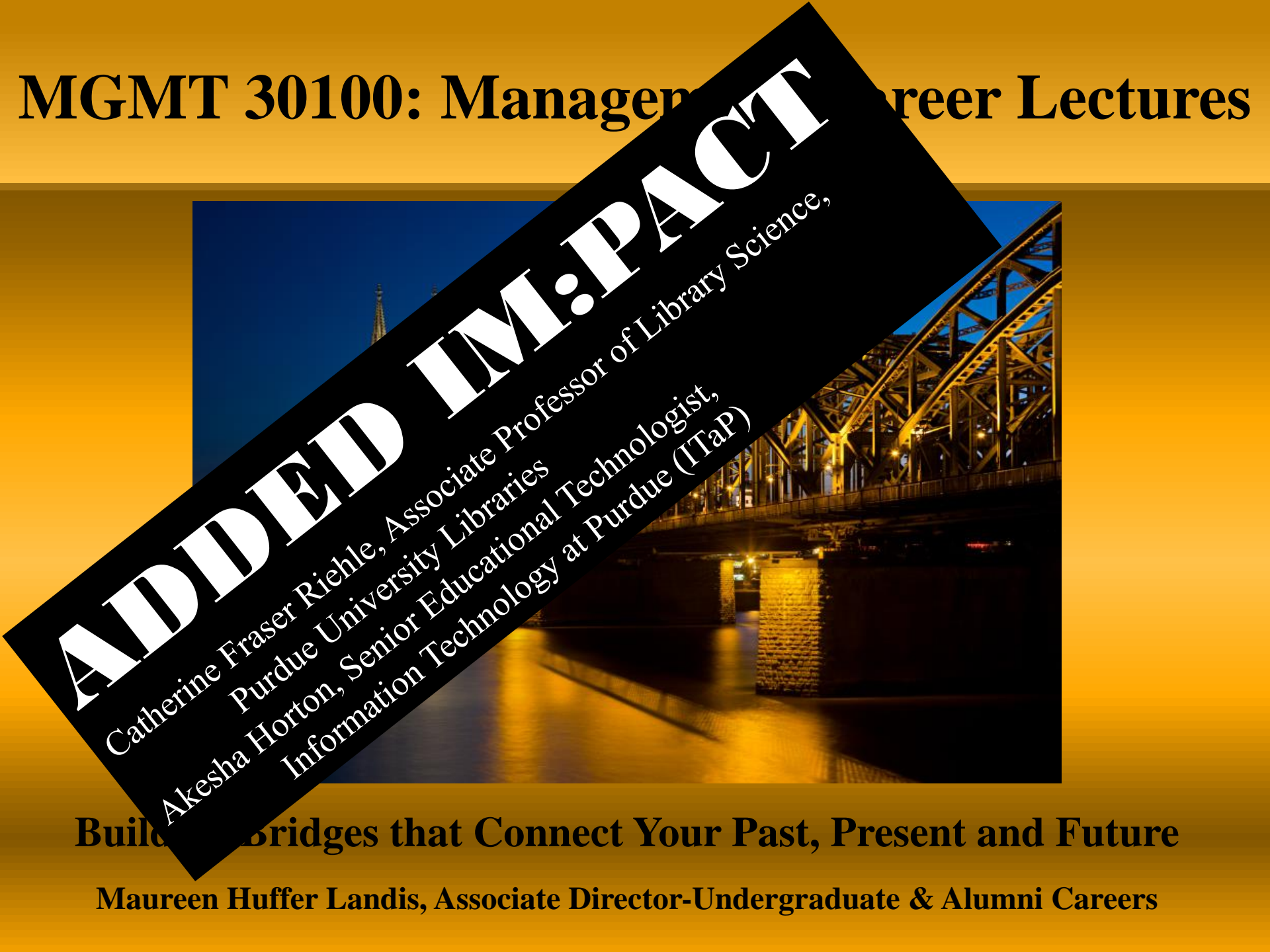
Your Take-Aways

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The Journey Begins...

IM:PACT

MGMT 30100: Management Career Lectures



ADDED IM:PACT

Catherine Fraser Riehle, Associate Professor of Library Science,
Purdue University Libraries
Akesha Horton, Senior Educational Technologist,
Information Technology at Purdue (ITap)

Building Bridges that Connect Your Past, Present and Future

Maureen Huffer Landis, Associate Director-Undergraduate & Alumni Careers

Problem (P): MGMT 301



- Large class size (150 students/section)
- Cramped theater seating; no writing surfaces



- Lack of interaction and engagement
- Lack of lesson synergy

Problem (P): MGMT 301 & LBL

Launching Business Leaders



- Better prepare students to meet employer needs
- Incorporate into Krannert Culture



Problem (P): IM:PACT

- Support **fellow-led** course redesign with campus-wide resources
- Refocus the **campus culture** on student-centered pedagogy and student success
- Network fellows through **Faculty Learning Communities**
- Base course redesigns on **best practices** and **sound research**
- **Grow and sustain** IMPACT by adding new IMPACT faculty fellows annually
- **Reflect, assess** and **share results** to benefit future courses and students

Actions (A): MGMT 301




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Mission Who We Are How IMPACT Works Recent News Upcoming Events

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IMPACT Home > IMPACT Home 

Learning Community



This site provides information about IMPACT's mission, goals, faculty, and stories to the Purdue community.

Quick Links:

- How does IMPACT work?
- What should I expect from IMPACT?
- How does IMPACT benefit me?



Mission Statement

Our mission is to improve student competency and confidence through redesign of foundational courses by using research findings on sound student-centered teaching and learning.

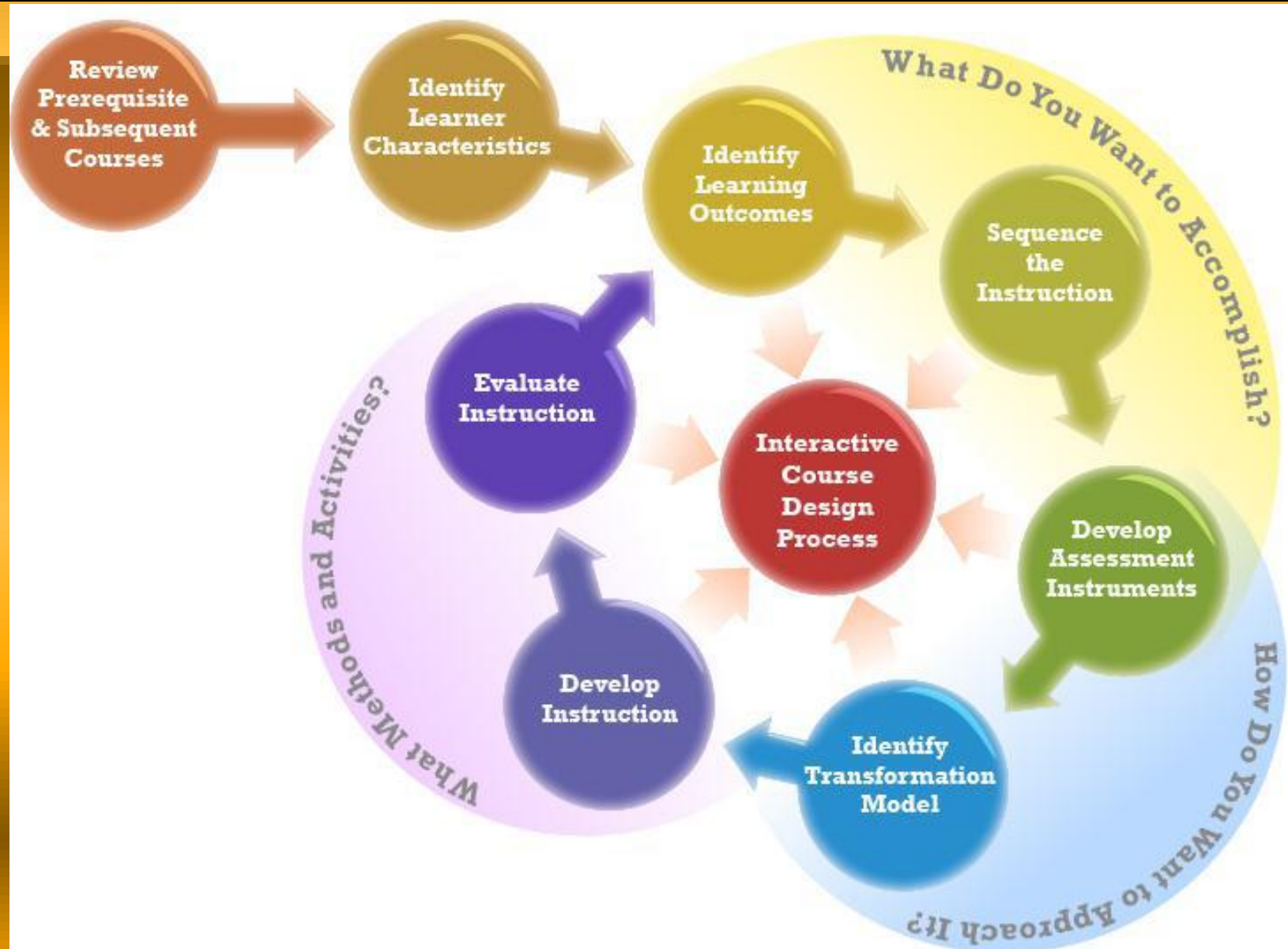
Recent News	Events
Now taking applications for the Fall 2013 Cohort	Thursday March 21 - IMPACT Symposium

- Accepted into [IM:PACT](#) Summer 2012 cohort
- Reviewed and redesigned learning outcomes, objectives, assignments, and format.

Overview: IM:PACT



Overview: IM:PACT



Overview: Transformation Models

Models which maintain traditional lecture

Linked Workshop

Supplemental

Replacement

Models with an Online Focus

Emporium

Fully Online

Models with a combination of online & classroom

Buffet

HyFlex

Flipped

Scale-Up

Overview: Transformation Models

Supplemental Model

- The supplemental model retains the basic structure of the traditional course, particularly the number of class meetings.
- *Version 1*: supplement lectures and textbooks with technology-based, out-of-class activities to encourage greater student engagement with course content and to ensure that students are prepared when they come to class (Reduced Number of Lectures).
- *Version 2*: change what goes on in the class by creating an active learning environment within a large lecture hall setting (Active Large Lecture).

Actions (A): MGMT 301

Course Objective and Learning Outcomes

Class 2: August 28th—Online Career Tools, Behavioral Based Interviewing (STAR), and “LBL”

[Krannert Auditorium]

Learning Objectives: By the end of this lesson, you should be able to:

- Conduct company/career research using online tools including resources from the Career Wiki.
- Identify and use the 4 parts of the STAR method for Behavioral Based Interviewing.
- Establish a career services account with the Center for Career Opportunities. Identify key reasons why and how CCO Express can help an internship/job seeker.
- Describe the Krannert “Launching Business Leaders” initiative.
- Identify that people bring different qualities to a team experience that will affect the team experience.

In-Class Experience:

- Company Research, STAR work, Assessing your Competencies, CCO Registration |

Thursday Lab (please join us if you need assistance with the topic that week): Krannert Auditorium

- August 30th Help Topic: Registering with and using your CCO Express Account, L.A.M.P.S., STAR

Assignments: apply and extend your knowledge by completing these exercises	Due Date:	Submit:	Points:
Company Research Exercise	September 3	Blackboard	50
Interview Like a STAR	September 3	Blackboard	50
CCO Express Registration with Resume Uploaded (recommend by Sept. 5 for Fair)	September 10	CCO Express	25
Launching Business Leaders Assessment	September 10	Blackboard	25

Actions (A): MGMT 301—Fall 2012

Increased Critical Thinking Assignments

- STAR Interview Exercises
- Interviewing
- Launching Business Leaders
- Mini-Cases

Moderately Increased Student Interaction

- Team Table Work
- Peer Review

Results (R): MGMT 301—Fall 2012



- Conducted class 3 times in a borrowed “team” setting.



- Students gave final presentations to teams in a formal setting.

Actions (A): MGMT 301—Spring 2013

- Refined critical thinking assignments
- Created better usage of team vs. individualized assignment time (in-class vs. out-of-class)
- Incorporated team structure as basis for learning
- Embedded “Launching Business Leaders” into each class session with stated objectives
- Utilized increased technology as teaching/learning tool

Results (R): MGMT 301—Spring 2013

IM:PACT Classroom

- 12 tables x 6 students
- 72 students/section
- 4 sections
- **SMALLER CLASSES!!**



Results (R): MGMT 301—Spring 2013



- Greater interaction with students
- Closer proximity
- Learned names!

Results (R): MGMT 301—Spring 2013



Enhanced student engagement (team exercises, think/pair/share, online research, dry erase board brainstorming, reports back to larger class, video viewing)

Results (R): MGMT 301—Spring 2013

Think/Pair/Share



Results (R): MGMT 301—Spring 2013

Think/Pair/Share



Results (R): MGMT 301—Spring 2013



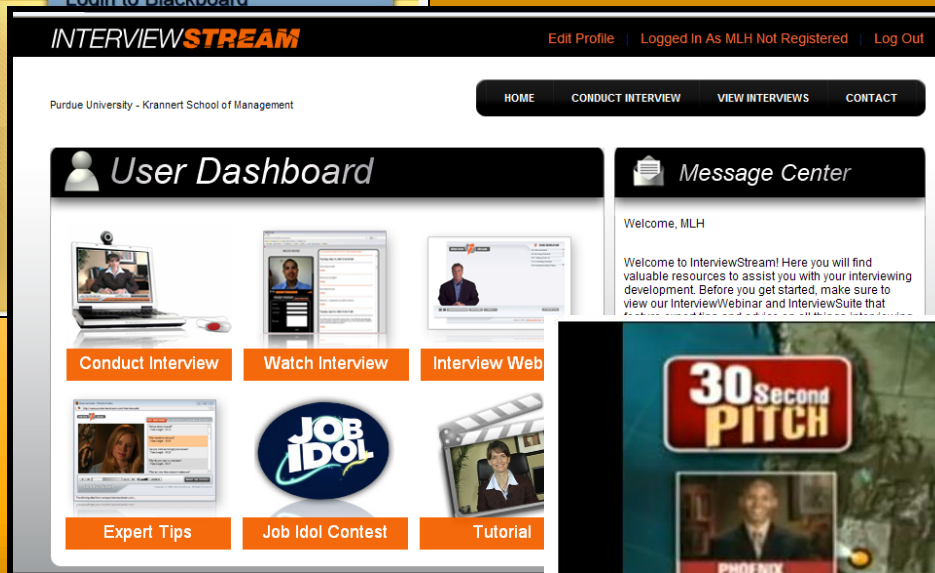
Results (R): MGMT 301—Spring 2013



Results (R): MGMT 301—Spring 2013



Technology



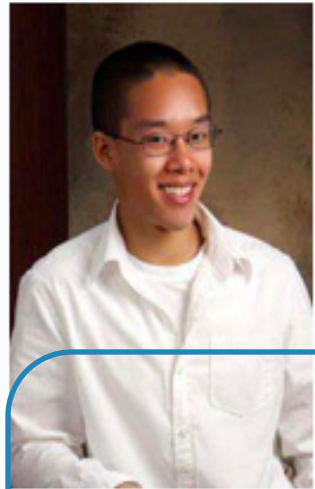
What are students saying about the class?

What parts of the class did you like best?

- Guest speakers.
- I liked how the class is divided into teams and pods.
- Resume building exercise.
- I like that it makes you feel more comfortable in a professional setting and more prepared for internships and work after college.
- The interactive portion of the class. More specifically, being broken up into teams to develop ideas to share with the class.
- Elevator pitch and mock interview.
- The supporting material for class.
- Real world applications to what we learned.

A Testimonial

CAREER FAIR LEADS TO INTERNSHIP WITH SC JOHNSON



Kevin Leung
BSA, BSM '15
SC Johnson

Attending one of Krannert's student-run career fairs led Kevin Leung to a finance internship with SC Johnson this summer. "I walked around and talked with SC Johnson representatives. We hit it off really well at the career fair, and then they called me for an interview," he says.

Kevin, a sophomore majoring in accounting and management, says several Krannert courses helped him get through the interviewing process successfully. "Some of the things that SC Johnson was really impressed with were my communication skills," Kevin says. In Management 100 and 301, Kevin learned how to make his résumé stand out and how to develop and deliver an elevator pitch.

"During the interview they asked a lot of situational questions and that's something we practiced in 301 for a solid two weeks, how to answer those questions. The teacher gave us strategies to use. I think that definitely helped out a lot."

Kevin also drew on other classes that focused on analytics and quantitative skills. "Some of the questions they asked were pretty specific, based on what you can do," Kevin says. "A lot of the group work we do in class are case studies, looking at real-world problems. We analyze financial documents, databases, things like that. They were impressed that as a sophomore I was able to do so much."

Kevin responds to a question...

From: Kevin Leung

Sent: Saturday, July 20, 2013 10:00 AM

My recommendation out of the three models would have to be for the first option to continue with the company presentation.

1. The company research topic was important in that students received first hand exposure to some of the great resources available to us. One of the subtler learning experiences was being able to design a powerpoint presentation surrounding the company. I was able to actually use this during my internship this summer when creating some presentations. A larger focus could be on the presentation portion as it is something I found value in.
2. This is an interesting idea and I can definitely see the benefits of this option. The focus on the STAR model throughout the course was the largest takeaway I received from the course. During my internship I am discovering that the STAR model is used in the professional world on all levels. The more exposure students have to it now the better chance they can start making it a habit. One issue that comes up is that would it be repetitive doing this and the final presentation regarding competencies?
3. Having both as an option adds flexibility, but may produce additional work for the the instructors. Explaining both options and helping students understand the bigger picture of the two options will take additional time. Students will most likely opt for the second option as they can reuse some of it for the final presentation.

What are students saying about the class?

What parts of the class did you like least?

- The **amount of work this course requires outside of the class room** is far above what should be required of a one credit hour course. I typically found myself spending more time on this class than I did on many of my three credit hour courses. **Most, if not all, of these assignments are what I would call “busy work.”**
- The time spent each class needs **less talking and more doing**. It should not be a lecture.
- I want the **course lessons to be precise and concise**. There needs to be **less talk and more action**.
- **Less of a workload** if class remains 1 credit.
- **I did not like the administration of the class, the rigidness of deadlines** (I thought, in many cases, the strictness of the submission deadline was unnecessary).
- I believe that there is too much busy work involved for a simple one credit hour course. **The material is very repetitive from courses like MGMT 100 and ENGL 420 which are also required.**

Results (R): IM:PACT

Expanded Final Presentation Learning Outcome Map: MGMT 301 Maureen Huffer Landis

	Remember/Recall	Understand	Analyze	Apply	Evaluate		Activities
LO 1: Communicate individual interests, skills, experiences, and values to potential employers through professional communication (example Resume, Correspondence, Interviewing, Elevator Pitch, Portfolio)	#1 #2 #3 #4 #14 #15	#5 #6 #7 #9	#8 #10 #11 #13 #16	#17 #19 #20 #21 #22 #23 #24 #25	#12 #18		
LO 2: Evaluate career and industry information sources using various research strategies to determine “career fit.”	0 (done prior)	0 (done prior)	0 (done prior)	0 (done prior)	0 (done prior)		
LO 3: Apply networking best practices to relevant scenarios, including career fairs and professional profile websites such as LinkedIn.	#1 #2 #3 #4 #14 #15	#5 #6 #7 #9	#8 #10 #11 #13 #16	#17 #19 #20 #21 #22 #23 #24 #25	#12 #18		
LO 4: Assess Launching Business Leaders competencies within personal branding, skill development, and interpersonal relationships.	#14 #15		#16	#17	#18		

Looking forward: MGMT 301

- Teaching less linearly and more conceptually
- Enhanced student activity within class in shorter sub-lessons (change the pace every 15-20 minutes)
- Increased alumni and current student engagement through “field” experiences:
 - Alumni “Adopt a Team” Program
 - Career Exploration Day (thanks, Tom Cath, my mentor when I was at DePauw!)

Looking forward: IM:PACT

- Students are more **engaged**
 - Students are more **confident** in their learning
 - Students are more successfully meeting **learning outcomes**
 - Improved **retention rates**
- 
- A white, billowing trail of smoke and fire from a rocket launch, starting from the bottom left and curving upwards towards the top right, set against a clear blue sky with a few wispy clouds.
- **\$2.5 million** over 3 years
 - **180 courses** transformed in 3 years
 - Core curriculum **foundational courses** are priority



INdorsed for IM:PACT



Innovative Programming to Increase
Student Engagement and Promote Success

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Our Contact Information

An abstract background featuring a dark, almost black, left side that transitions into a lighter, greyish-blue right side. Several bright, white, diagonal light rays or streaks emanate from the right edge, creating a sense of depth and movement. The overall effect is dramatic and modern.

Any Questions?

Your Turn